DOCUMENT RESUME

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ABSTRACT

This seventh of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Salesperson, Automotive Parts; Sales Clerk, Retail; Salesperson, Garden and Housewares; and Salesperson, Women's Garments. Each begins with a fact sheet that includes this information: occupational title, D.O.T code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. (A preliminary sales core job description contains those competencies common to all the sales occupations included here.) Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC--see Note.) (YLB)

ED187837

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# Adult Competency Education kit

a project of the career preparation centers

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PART J

ACE COMPETENCY BASED JOB DESCRIPTIONS:

Sales Core Job Description
# 36 - Sales, Automotive Parts
# 37 - Sales, Retail
# 38 - Salesperson, Garden & Housewares
# 39 - Salesperson, Women's Garments

BASIC SKILLS IN SPEAKING, MATH, AND READING FOR EMPLOYMENT

Products and Processes
Developed by the
Adult Competency Education Project
Director, Joe Cooney

CE 016 828

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NOTE

JOB DESCRIPTION NUMBERS. ACE investigated 100 jobs and developed 68 of them into Competency Based Job Descriptions. The above 68 are numbered according to the original listing. The gaps are in the numbering only. This is a complete list of the ACE Competency Based Job Descriptions.

36 37 38 39 40 41

A.C.E. COMPETENCY BASED JOB DESCRIPTION

# SALES CORE JOB DESCRIPTION

The Sales Core Job Description lists those math and communication skills which are common to the following competency based job descriptions:


Salesperson, Automotive Parts . . . . . 36

Sales Clerk . . . . . 37

Salesperson, Garden & Housewares . . . . . 38

Salesperson, Women's Garments . . . . . 39

Salesperson, Automobile . . . . . 40

Salesperson, Men's Wear . . . . . 41


A complete listing of the skills necessary for these occupations may be found in this core and the job descriptions for the particular job.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

1A.1 The salesperson must be able to take orders for items out of stock or in catalogs.

To accomplish this task, the student must be able to copy series of numbers in numeral form with 100% accuracy.

To demonstrate the ability to perform this task, the student will read the numbers below and copy them exactly onto a separate piece of paper:
43353, 32586, 20511.

1A.2 Prerequisite to 1A.5 — Identify place value of digits in a given whole number with up to 7 digits.

1A.3 Prerequisite to 1A.5 — Read a given whole number less than 10 million and write its name in words.

1A.5 The salesperson must be able to take inventory.

To accomplish this task, the student must be able to count a set of up to 100 objects and write the number of objects counted.

To demonstrate the ability to perform this task, the student will count the number of books on a shelf designated by the instructor.

1B.1 Prerequisite to 3E.3 — Perform additions of whole numbers given instructions such as:

What is the total of 8 and 5?
8 plus 5 is ___.
Find the sum of 8 and 5.
Add 8 and 5.

8 + 5 = ___.

$$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$$

1B.2 Prerequisite to 3E.3

Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

1B.3 Prerequisite to 3E.4

Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ___.
Subtract 5 from 8.
Find the difference of 8 and 5.
8 - 5 = ___.

If you had 8 and gave away 5, you would have _____.

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

1B.4 Prerequisite to 3E.4

Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1B.5 Prerequisite to 3F.1

Solve a routine word problem using subtraction and/or addition of whole numbers.

1C.1 Prerequisite to 3E.5

Perform multiplication of whole numbers given instructions such as:

6 times 2 is ____.
Three two's are ____.
The product of 6 and 2 is ____.

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \qquad 6 \times 2 = \_\_\_\_.$$

1C.2 Prerequisite to 3E.5

Find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number up to three digits.

1C.3 Prerequisite to 2A.5

Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is ____.
2 into 6 goes ____ times.
The quotient of 6 divided by 2 is ____.

$6 \div 2 = \_\_\_\_.$
$2)\overline{6} = \_\_\_\_.$
$\frac{6}{2} = \_\_\_\_.$

1C.4 Prerequisite to 2A.5

Find quotients of 1-5 digit dividends and 1-3 digit including cases where the are remainders.

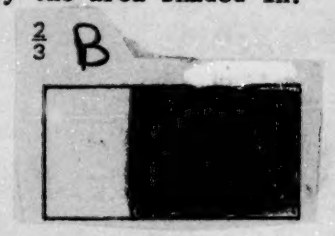
1D.1 Prerequisite to 3F.1

Use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of two or more functions with whole numbers.

2A.1 The salesperson must sometimes measure the length of objects.

To accomplish this task, the student must be able to recognize the fraction which represents a given number of parts out of the total number of parts.

To demonstrate the ability to perform this task, the student will examine the diagrams below and name the fractional part represented by the area shaded in.




2A.2 Prerequisite to 2A.5 Reduce a fraction to its simplest form (lowest terms).

2A.4 Prerequisite to 2A.5 Write equivalent fractions for a given fraction given a new numerator and denominator.

2A.5 The salesperson must often work with parts of different sizes.

To accomplish this task, the student must be able to arrange a set of fractions in ascending and/or descending order.

To demonstrate the ability to perform this task, the student will arrange the following fractions in descending order and then read them aloud to the instructor in ascending order:

1/2, 499/1000, 10/25, 3/4, 2/3, 4/5, 3/10.

KEY: 4/5, 3/4, 2/3, 1/2, 499/1000, 3/10.

3E.1 The salesperson must be able to quote prices to customers and recognize the amount of money named.

To accomplish this task, the student must be able to read a given value less than $10,000,000.00 and write its name in words.

To demonstrate the ability to perform this task, the student will read the numbers below and write the word name of each correctly:

$29.99, $1.73, $8,967.45, $110.21

3E.3 The salesperson must be able to fill out sales slips accurately.

To accomplish this task, the student must be able to add columns of dollars and cents.

To demonstrate the ability to perform this task, the student will correctly perform the following sums:

| A. | B. | C. |
|---|---|---|
| $6,400.00 | $ 29.87 | $ 25.48 |
| 124.00 | 1.79 | 9.99 |
| + 384.00 | + .45 | 2.96 |
| | | + 13.89 |

KEY: A. $6,908.00 B. $32.11, C. $52.32

3E.4 The salesperson must be able to compute refunds or discounts on certain sales.

To accomplish this task, the student must be able to subtract one amount of money from another.

To demonstrate the ability to perform this task, the student will examine the problems below and correctly solve them:

A. $6,875.45 − 687.55

B. $ 121.98 − 6.09

C. $ 43.28 − 1.99

KEY: A. $6,187.90, B. $ 115.89, C. $ 41.29

3E.5 The salesperson must be able to compute the cost of several items selling for the same price.

To accomplish this task, the student must be able to calculate the total cost of up to 25 items of equal value.

To demonstrate the ability to perform this task, the student will determine that 7 shirts costing $11.99 each would total $83.93

3E.7 The salesperson must be able to compute sales tax for the total bill.

To accomplish this task, the student must be able to round off decimals to the nearest cent.

To demonstrate the ability to perform this task, the student will examine the following numbers and round them correctly to the nearest cent:

A. $197.875
B. $ 87.433
C. $ 21.776

KEY: A. $197.88 B. $ 87.43 C. $ 21.78

3E.10 The salesperson must be able to accept payments from customers.

To accomplish this task, the student must be able to make change and count it back to the patron correctly and efficiently.

To demonstrate the ability to perform this task, the student will determine that the correct change from two $20 bills for a purchase of $26.69 would be counted back as follows:
26.70, 26.75, 27.00, 28.00, 29.00, 30.00, $40.00.

3F.1 The salesperson must be able to correctly tabulate a customer's bill.

To accomplish this task, the student must be able to use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of 2 or more functions with decimal fractions.

To demonstrate the ability to perform this task, the student will determine the total bill given that 3 shirts at $14.00 each, 2 pairs of trousers at $11.99 apiece, 2 ties at 5 for $6, and 3 pairs of socks at $2.50 each, were purchased. The sales tax is $4.55.

ANSWER: $80.43

8A.2 Prerequisite to 8A.5 Round off a number (including mixed numbers) to a given unit of precision.

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.5 The salesperson must be accurate in determining customer needs.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale..

To demonstrate the ability to perform this task, the student will examine the scale below and determine that line AB is 1 3/4 inches.

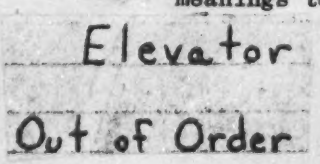
13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms ( e.g., from the Dolch List).

15B.1 The salesperson must be able to work safely and efficiently.

To accomplish this task, the student must be able to read aloud and explain common functional signs.

To demonstrate the ability to perform this task, the student will read the signs below and explain their meanings to the instructor:



16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

| | | |
|---|---|---|
| 16A.2 | Prerequisite to 16A.4 | Interpret terminology and abbreviations frequently found in forms. |
| 16A.3 | Prerequisite to 16A.4 | Identify various kinds of forms by stating the kind of information to be recorded. |
| 16B.1 | Prerequisite to 16B.3 | Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form. |
| 16B.2 | Prerequisite to 16B.3 | State the type of information recorded on given charts of tables. |
| 16D.1 | Prerequisite to 16D.4 | Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual. |
| 16D.2 | Prerequisite to 16D.4 | Identify the particular kind of information or directions included in a given manual, using the title, table of contents, and/or index as a guide. |
| 16D.3 | Prerequisite to 16D.4 | Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide. |
| 17A.4 | Prerequisite to 19A.15 | Identify statements as being true or false after reading a given selection. |
| 17A.13 | Prerequisite to 19A.15 | Given a set of written instructions involving activities to be performed by a number of people, and the particular role, prepare a list and sequence of activities to be performed. |
| 19A.10 | Prerequisite to 19A.15 | Answer "who," "what," "where," "when" and literal "why" questions based on spoken information. |
| 19A.12 | Prerequisite to 19A.15 | List directions that were given by a speaker. |

19A.15 The salesperson must be able to act on directions from his supervisor and react to customer suggestions.

To accomplish this task, the student must be able to perform tasks given oral instructions.

To demonstrate the ability to perform this task, the student will listen to the following (to be read orally by the instructor) and then carry the instructions out:

1.) Turn to page 1 of the job description;
2.) Find the number following the words "DOT CODE";
3.) Write that number on a piece of paper.

20A.1 Prerequisite to 25C.6 Given the letters of the alphabet in manuscript form and random order, write or print the letters in correct order.

21A.1 Prerequisite to 21A.2 Identify seconds, hours, days, months, years, decades, centuries as units of time.

21A.2 The salesperson must be able to determine when shipments will arrive or when delivery to a customer can occur.

To accomplish this task, the student must be able to locate dates on a calendar.

To demonstrate the ability to perform this task, the student will find the following dates on a current calendar:

December 22
June 14
February 24

21A.3 Prerequisite to 22B.2 — Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

21A.4 Prerequisite to 21A.6 — Given a standard clock, tell correct time to within 5 minutes of actual time.

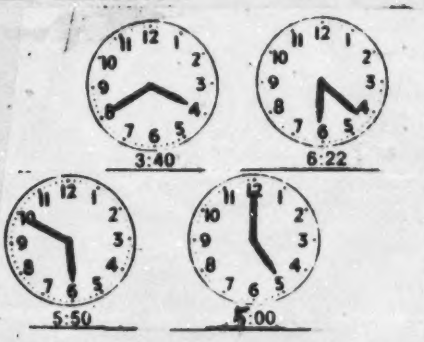
21A.5 Prerequisite to 21A.6 — Given times of the day, be able to write time:

A. 8:00
B. eight o'clock
C. 8 o'clock

21A.6 The salesperson must be able to arrive at work on time and to fill out a time sheet.

To accomplish this task, the student must be able to accurately tell time including the correct use of A.M. and P.M.

To demonstrate the ability to perform this task, the student will examine the clocks below and relate to the instructor the complete time indicated:




21A.8 The salesperson must be able to fill out order and charge forms.

To accomplish this task, the student must be able to write names and addresses correctly.

To demonstrate the ability to perform this task, the student will, given the following name and address, correctly write it on a piece of paper:

watson, john d.
baker street 221b
london, england

22A.1 Prerequisite to 22B.2

Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2

Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22D.1 The salesperson must be able to pass on information concerning customer orders to other salespeople or the manager.

To accomplish this task, the student must be able to write short notes in a concise and accurate manner.

To demonstrate the ability to perform this task, the student will listen to the following message (read aloud by the instructor) and write a short note conveying the important points:

This is Mr. Terkel. Will you ask Mr. Sinclair to call me before 5:00 today about our last shipment.

25C.1 Prerequisite to 25C.6

Write the telephone number of a given person or organization using the alphabetical listing section of a telephone directory as reference.

25C.2 Prerequisite to 25C.6

Identify local call, person-to-person long distance call, station-to-station, long distance call, collect call, and direct distance dial call given a description of each.

25C.3 Prerequisite to 25C.6

List the steps in using the telephone to:

a. get the time of day;
b. get a number of a person or organization for a local or long distance call;
c. make a person-to-person long distance call;
d. make a station-to-station long distance call through the operator;
e. make a collect call;
f. make a direct distance dial call to a point with the same and different area codes;
g. report that a telephone is not operating properly;
h. report an incorrectly dialed direct distance dial call

25C.4 Prerequisite to 25C.6

List the names and telephone numbers of businesses dealing in a given article or service using the Yellow Pages as reference.

25C.5 Prerequisite to 25C.6

Write the address of a given person or organization using the telephone directory as a reference.

25C.6 The salesperson must be able to communicate with customers over the phone about products, warranties, store hours, and special orders.

To accomplish this task, the student must be able to both initiate and receive local and long distance calls.

To demonstrate the ability to perform this task, the student will make a simulated phone call to Mr. Thomas More, telling him that his special order has arrived and can be picked up 9-5 every day this week.

26B.1 The salesperson must be able to sort products by size, color or purpose.

To accomplish this task, the student must be able to sort objects by given classification criteria.

To demonstrate the ability to perform this task, the student will sort out a group of at least ten coins by denominations and then by dividing each group into those coins minted before 1966 and those after 1966.

A.C.E. COMPETENCY BASED JOB DESCRIPTION 36

OCCUPATIONAL TITLE: AUTOMOTIVE PARTS SALESPERSON

FACT SHEET

ACE COMPETENCY BASED JOB DESCRIPTION

OCCUPATIONAL TITLE: SALESPERSON, AUTOMOTIVE PARTS

D.O.T. CODE: 289.358 (4th Ed.: 279.357-062)

ACE NUMBER: 36

CAREER LADDER:

FIRST LEVEL: Automotive parts Counterperson

SECOND LEVEL: Automotive Parts Salesperson

THIRD LEVEL: Assistant Manager of Automotive Parts Store

FOURTH LEVEL: Manager of Automotive Parts Store

D.O.T.'s Level of General Educational Development: 4

SITE WHERE THE JOB CAN BE OBSERVED:
International Parts Distributors
1812 El Camino Real
Redwood City, CA

Number of Annual Jobs in San Mateo County: 68. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: High School Diploma or equivalent experience in an automotive parts warehouse as a driver delivering parts, an auto mechanic, or any other position giving familiarity with parts names and uses.

D.O.T. JOB DESCRIPTION: Sells automotive service products, such as motors, chassis parts, tools, equipment and chemicals to garage, service stations, and car dealers within specified territory. Calls on established customers to obtain orders and interest customers in new lines of merchandise. Solicits business from prospective customers. Shows samples or descriptive materials of available products. Writes orders. Suggests items that will build customer's business. Suggests shop or store layout. Distributes display and advertising materials to customer. May prepare sales reports.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

AUTOMOTIVE PARTS SALESPERSON

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as an automotive parts salesperson.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to the competencies.

The center column * states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the left hand column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Researsh and Development Station, Prince Albert, Saskatchewan, 1975.

These materials were developed pursuant to a grant from HEW,OE under PL93-380, Section 309. This does not necessarily imply endorsement of the content.

1C.3 Prerequisite to 1D.1

Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is ____.
2 into 6 goes ____ times.
The quotient of 6 divided by 2 is ____.

$6 \div 2 =$ ____.
$2\overline{)6} =$ ____.
$\frac{6}{2} =$ ____

1C.4 Prerequisite to 1D.1

Find quotients of 1 - 5 digit dividends and 1-3 divisors including cases where there are remainders.

1C.5 The Automotive Parts Salesperson must be able, given oral or written instructions, to fill orders for customers.

To accomplish this task, the student must be able to solve routine word problems using multiplication and/or division of whole numbers.

To demonstrate the ability to perform this task, the student will determine that, if a customer wants 175 sets of spark plugs and they come in cases of 24, then the salesperson must send 7 cases and will have 7 sets left to send. If each set consists of 8 spark plugs, then a total of 1400 spark plugs are needed.

1D.1 The Automotive Parts Salesperson must be able to interpret graphs to promote sales.

To accomplish this task, the student must be able to use multiplication, division, addition and subtraction, as appropriate, in the solution of problems involving a combination of 2 or more functions.

To demonstrate the ability to perform this task, the student will perform the problems below:

a. $\frac{26 \times 50}{13}$ b. $\frac{(37 + 8) + 1}{5}$

c. $\frac{(16 \times 3) + 27}{19-4}$

KEY: a. 100, b. 10, c. 5.

1E.1 The Automotive Parts Salesperson must be able to make spot check inventories to ensure that there are the proper amount of parts in stock.

To accomplish this task, the student must be able to round off whole numbers.

To demonstrate the ability to perform this task, the student will round the following numbers to the required place:

a. 16 to the nearest ten
b. 94 to the nearest ten
c. 14 to the nearest five
d. 751 to the nearest hundred

KEY: a.20, b.100, c.15, d.800

3A.1 Prerequisite to 3A.3 — Read a given 1-4 place decimal fraction and write its name in words.

3A.2 Prerequisite to 3A.3 — Write a 1 - 4 place decimal fraction given the word name of the number.

3A.3 The Automotive Parts Salesperson must be able to demonstrate different sized parts to prospective customers.

To accomplish this task, the student must be able to arrange a set of decimal fractions in ascending or descending order.

To demonstrate the ability to perform this task, the student will examine the fractions below and write them in descending order:

.007, 1.2, 3.07, .07, 3.7, 1.002, 1.00.

3B.2 The Automotive Parts Salesperson must be able to calculate the difference between what a defective part measures and the specifications for that part.

To accomplish this task, the student must be able to compute the difference between 2 decimal fractions.

To demonstrate the ability to perform this task, the student will perform the following subtraction problems:

| | | | |
|---|---|---|---|
| 1.020 | .0585 | .75 | 1 |
| -1.007 | -.0560 | -.7321 | - .598 |

7.36
-7.35999

KEY: .013, .0025, .0179, .402, .00001

3E.6 The Automotive Parts Salesperson must be able to deal with small orders as well as large orders.

To accomplish this task, the student must be able to, given the total cost for a quantity of objects, determine the unit cost.

To demonstrate the ability to perform this task, the student will compute the unit cost given that a case of 24 air filters costs $45.36.

Key: $1.89

4B.1 The Automotive Parts Salesperson must be able to determine sales tax as well as discounts to selected customdrs.

To accomplish this task, the student must be able to determine the percent of a number.

To demonstrate the ability to perform this task, the student will solve the 3 problems below:

a.) 6% of $596.22 b.) 5.5% of $1,100
c.) 15.75% of $650.92

KEY: a.) $35.77, b.) $60.50 c.) $102.52

5B.9 The Automotive Parts Salesperson must be able to solve problems related to profit margins, parts orders and parts supply.

To accomplish this task, the student must be able to select the arithmetic functions to be performed to solve the problem and the order in which they are to be performed.

To demonstrate the ability to perform this task, the student will determine that a 20% markup on parts selling for $15.88 each wholesale will require that the parts be sold at $19.06 apiece retail. In addition, a case of 12 with a 10% quantity discount would sell for $205.85.

5C.1 Prerequisite to 5C.2

Identify comparisons of two numbers in forms such as a:b, "a is to b," or "a parts to b parts," as ratios.

5C.2 The Automotive Parts Salesperson must be able to use ratios in the description of various products (i.e., gears).

To accomplish this task, the student must be able to express numbers in terms of ratio and express ratios in lowest form.

To demonstrate the ability to perform this task, the student will write 10 to 5 as 10:5 or 10/5 and determine that, in simplest terms, this ratio can be expressed as 2:1.

6E.2 The Automotive Parts Salesperson must be able to weigh packages for UPS and sometimes weigh pistons or rods for balancing.

To accomplish this task, the student must be able to weigh common objects on balance or spring loaded scales, correct within one unit of the scale readings.

To demonstrate the ability to perform this task, the student will weigh several common objects chosen by the instructor and correctly write the weight.

6G.7 The Automotive Parts Salesperson must be able to deliver parts on time and often at great distances.

To accomplish this task, the student must be able to estimate the duration of time actually required to perform routine functions, within 50% of the actual time.

To demonstrate the ability to perform this task, the student will estimate the time it takes to dress, eat breakfast and travel to school.

8A.7 The Automotive Parts Salesperson must be able to check parts to determine if they are standard sized or oversize.

To accomplish this task, the student must be able to read a set of interlocking scales, as in a micrometer.

To demonstrate the ability to perform this task, the student will examine the scales on 36F and determine the measurements indicated.

9B.2 The Automotive Parts Salesperson must be able to compare parts designed in metric or English measures.

To accomplish this task, the student must be able to convert inches to centimeters and millimeters, given tables of conversion.

To demonstrate the ability to perform this task, the student will, using the chart below, convert the following English measures to millimeters:

a.) .040 in., b.).237 in., c.).145

KEY: a.) 1.0160mm, b.) 6.0198mm c.) 3.6830mm

Substitute Table converting thousand's of inches to millimeters

| Inches | 0.000 | 0.001 | 0.002 | 0.003 | 0.004 | 0.005 | 0.006 | 0.007 | 0.008 | 0.009 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0.050 | 1.2700 | 1.2954 | 1.3208 | 1.3462 | 1.3716 | 1.3970 | 1.4224 | 1.4478 | 1.4732 | 1.4986 |
| 0.060 | 1.5240 | 1.5494 | 1.5748 | 1.6002 | 1.6256 | 1.6510 | 1.6764 | 1.7018 | 1.7272 | 1.7526 |
| 0.070 | 1.7780 | 1.8034 | 1.8288 | 1.8542 | 1.8796 | 1.9050 | 1.9304 | 1.9558 | 1.9812 | 2.0066 |
| 0.160 | 4.0640 | 4.0894 | 4.1148 | 4.1402 | 4.1656 | 4.1910 | 4.2164 | 4.2418 | 4.2672 | 4.2926 |
| 0.170 | 4.3180 | 4.3434 | 4.3688 | 4.3942 | 4.4196 | 4.4450 | 4.4704 | 4.4958 | 4.5212 | 4.5466 |
| 0.180 | 4.5720 | 4.5974 | 4.6228 | 4.6482 | 4.6736 | 4.6990 | 4.7244 | 4.7498 | 4.7752 | 4.8006 |
| | | | | | | | | | | 6 |
| | | | | | | | | | | 6 |
| | | | | | | | | | | 6 |
| | | | | | | | | | | 6 |
| | | | | | | | | | | 6 |
| | | | | | | | | | | 6 |
| 0.260 | 6.6040 | 6.6294 | 6.6548 | 6.6802 | 6.7056 | 6.7310 | 6.7564 | 6.7818 | 6.8072 | 6.8326 |
| 0.270 | 6.8580 | 6.8834 | 6.9088 | 6.9342 | 6.9596 | 6.9850 | 7.0104 | 7.0358 | 7.0612 | 7.0866 |
| 0.280 | 7.1120 | 7.1374 | 7.1628 | 7.1882 | 7.2136 | 7.2390 | 7.2644 | 7.2898 | 7.3152 | 7.3406 |
| 0.290 | 7.3660 | 7.3914 | 7.4168 | 7.4422 | 7.4676 | 7.4930 | 7.5184 | 7.5438 | 7.5692 | 7.5946 |

10A.1 Prerequisite to 10B.1

Read specified data from a simple line, bar or circle graph.

10B.1 The Automotive Parts Salesperson must be able to read visually represented charts and sometimes construct graphs representing yearly, monthly or volume of sales.

To accomplish this task, the student must be able to, given simple data, construct line and bar graphs to visually represent that data.

To demonstrate the ability to perform this task, the student will construct graphs according to the following specifications:

A. A bar graph for 6 months (January through June) of monthly sales. January = $16,000, February = $25,000, March = $15,000, April = $18,000, May = $21,000, and June = $10,000 The scale should be in increments of $2,000.

B. A line graph depicting the yearly sales for the years 1965-1976. The following are the yearly sales:

| | | | |
|---|---|---|---|
| 1965 | $13,000 | 1971 | $181,000 |
| 1966 | $50,000 | 1972 | $175,000 |
| 1967 | $75,000 | 1973 | $185,000 |
| 1968 | $80,000 | 1974 | $200,000 |
| 1969 | $140,000 | 1975 | $250,000 |
| 1970 | $150,000 | 1976 | $210,000 |

The scales should be in increments of $10,000.

11A.1 Prerequisite to 11C.1

Identify rectangles, squares, triangles, circles, rectangular solids, cubes, pyramids, cones, cylinders and spheres from a set of objects, pictures of objects, or names of objects.

11A.2 Prerequisite to 11C.1

Identify:

a. rectangles, squares, triangles, and circles as plane figures (two-dimensional).

b. rectangular solids, cubes, pyramids, cones, cylinders, and spheres as solid figures (three-dimensional).

11A.3 Prerequisite to 11C.1

Identify rectangles, squares, triangles, circles, rectangular solids, cubes, and cylinders given their definitions or characteristics.

11C.1 The Automotive Parts Salesperson must be able to determine the parts that a customer needs even if the name is not known.

To accomplish this task, the student must be able to draw or sketch squares, rectangles, triangles, circles, cubes, rectangular solids, cylinders, cones and pyramids.

To demonstrate the ability to perform this task, the student will sketch several objects around the room as designated by the instructor.

12D.1 The Automotive Parts Salesperson must be able to verify the parts of assemblies such as transmission transaxles.

To accomplish this task, the student must be able to identify the order in which parts are put together in an assembly drawing.

To demonstrate the ability to perform this task, the student will refer to 36-A and explain to the instructor the order of assembly of parts.

12E.1 The Automotive Parts Salesperson must be able to answer customers' questions about electrical equipment.

To accomplish this task, the student must be able to read schematic drawings and trace particular subsystems.

To demonstrate the ability to perform this task, the student will refer to 36-G and will name the letters through which the path from A to G must pass.

15A.2 The Automotive Parts Salesperson must be able to familiarize himself with new products and warranties.

To accomplish this task, the student must be able to read and understand words from labels of commonly used products.

To demonstrate the ability to perform this task, the student will read the label below and explain the warranty below:

Automotive Parts Division warrants it products to be free from defects in material and workmanship under normal use and service. Its obligation under this warranty is limited to replacement of any part or parts thereof, which shall, withing ninety (90) days after installation be returned to Automotive Parts Divison warehouse with transportation charges prepaid and which upon examination shall disclose to Automotive Parts Division's satisfaction to have been thus defective and not subject to misuse, improper application or installation, abuse or accident. This warranty is expressly in lieu of all other warranties, expressed or implied, and all other obligations or liabilities on its part and Automotive Parts Division neither assumes or authorizes any other person to assume for it any other liability in connection with the sale of its products.

15A.3 The Automotive Parts Salesperson must be able to converse with customers about their needs and new products.

To accomplish this task, the student must be able to read and use in an oral sentence words common to automobile parts occupation.

To demonstrate the ability to perform this task, the student will correctly match the following words and definitions:

| | | |
|---|---|---|
| 1. | profit margin | A. the items which are in stock |
| 2. | transmission | B. to pay someone for money they have spent |
| 3. | inventory | C. an amount off the price |
| 4. | "mike out" | D. the frame and wheels of an automobile |
| 5. | reimbursement | E. an itemized list of goods shipped |
| 6. | bore | F. the percent of the price of a part which is profit |
| 7. | discount | G. the diameter of the cylinder of an automobile's engine |
| 8. | invoice | H. part of a car which uses gears to drive the wheels |
| 9. | alternator | I. a statement of particulars as to size and composition of parts |
| 10. | chassis | J. to measure an object with a micrometer |
| 11. | defective | K. faulty |
| 12. | specifications | L. a dynamo for producing electric current |

KEY: 1F, 2H, 3A, 4J, 5B, 6G, 7C, 8E, 9L, 10D, 11K, 12I.

16A.4 The Automotive Parts Salesperson must be able to satisfy customer orders and to insure their accuracy.

To accomplish this task, the student must be able to answer factual questions based on common business forms.

To demonstrate the ability to perform this task, the student will turn to 36B, read the purchase order numbered 135578A1, and answer the following questions:

1.) How much do 100 sets of spark plugs cost?
2.) What is the part number of a head gasket?
3.) When is the delivery to be made?

16B.3 The Automotive Parts Salesperson must be able to quote prices over the phone and quickly assess over the counter sales.

To accomplish this task, the student must be able to answer factual questions based on common reference charts.

To demonstrate the ability to perform this task, the student will examine 36D and determine the list and dealer prices for:

1.) part #113 311 236A
2.) shift plate
3.) BAP #10-1191

16D.4 The Automotive Parts Salesperson must be able to provide the customer with accurate and up-to-date information on products.

To accomplish this task, the student must be able to find a particular part, given parts charts.

To demonstrate the ability to perform this task, the student will examine 36C and determine the parts numbers of distributers for a model 1200. In addition, the student will find a picture of part number 111 905 225F and point it out to the instructor.

17A.7 The Automotive Parts Salesperson must be able to keep up with new developments in the automotive field and to know how to integrate parts into a total inventory.

To accomplish this task, the student must be able to read passages and recall instructions or information.

To demonstrate the ability to perform this task, the student will read the passage below and will explain briefly to the instructor the purpose of a carburetor:

**THE CARBURETOR**

**What the carburetor does**

Engines will not run on gasoline until it is mixed with air. The gasoline and air are mixed in the carburetor. This mix of air and gasoline is then burned in the cylinder. The carburetor not only mixes the gasoline and air, it also feeds more gasoline into the air stream when the engine needs it for more power at certain times — for starting, idle, and high speeds. Less gasoline is fed by the carburetor, at low speeds.

22B.2 The Automotive Parts Salesperson must be able to apply for a job.

To accomplish this task, the student must be able to complete a job application correctly and legibly.

To demonstrate the ability to perform this task, the student will fill out 36E completely and accurately.

22E.1 The Automotive Parts Salesperson must be able to take orders accurately over the phone.

To accomplish this task, the student must be able to write down the exact words of a short message given orally.

To demonstrate the ability to perform this task, the student will listen to the following, to be read orally by the instructor, and write it down accurately:

This is George Eliot from Harry's Parts. Send over 10 12-volt batteries and 6 6-volt batteries. Thanks.

22E.2 Prerequisite to 22E.1 — Write the main ideas of a speaker.

22H.1 The Automotive Parts Salesperson must be able to keep track of and fill out orders.

To accomplish this task, the student must be able to fill out completely a purchase order or other typical business forms.

To demonstrate the ability to perform this task, the student will examine the blank purchase order on 36B and fill it out according to the instructions in 22E.1. The 12-volt batteries, Stock #632, are $24. The 6-volt batteries, Stock #832, cost $18. Use today's date and the P.O.# is 3654375H.

23B.4 The Automotive Parts Salesperson must sometimes send out bills and bulletins about new products.

To accomplish this task, the student must be able to address an envelope, including correct capitalization and punctuation.

To demonstrate the ability to perform this task, the student will correctly address an envelope to the address below and use his own return address.

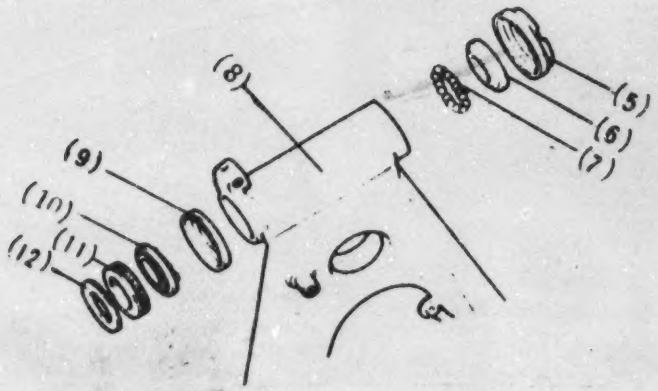
English Car parts
1132 n san juan st
san jose california
97362

26C.1 The Automotive Parts Salesperson must be able to list expenditures on a sheet for reimbursement, arranging the receipts in the same order as expenditures are listed.

To accomplish this task, the student must be able to arrange, tabulate and sequence information in a required ranking system.

To demonstrate the ability to perform this task, the student will arrange 20 receipts chronologically and then by the amounts purchased.

36-A




Assembly Drawing

750

36-B

ORDER

THORSON'S HARDWARE

TO John Cabot
Shipping and Receiving
John Calvin Company
Dover, Delaware 09485

| P.O. NO. 135578A1 | DATE January 21, 1977 |
|---|---|
| DELIVER TO<br>John Calvin Company<br>134 Westminster Street<br>Dover, Delaware 09485 | |
| DELIVERY DATE<br>ASAP | |
| SHIP BY<br>Hudson Bay Company | |

| QUANTITY | PART NO. | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| 250 | I-995472-34 | Head gasket, 8-cylinder, V-390 | $.65 | $162.50 |
| 1000 | M-203756-96 | Set of 8 spark plugs | $257/ 100 sets | $2570.00 |
| 18 | T-305738-23 | V-8 distributers | $19.47 | $350.46 |
| | | | | $3082.96 |
| | | | tax (6%) | 184.98 |
| | | | | $3267.94 |

Ezra Pound
PURCHASING AGENT

PURCHASE ORDER

THORSON'S HARDWARE

TO

| P.O. NO. | DATE |
|---|---|
| DELIVER TO | |
| DELIVERY DATE | |
| SHIP BY | |

| QUANTITY | PART NO. | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|---|
| | | | | |

PURCHASING AGENT

36-C



Substitute Parts Chart with Illustrated Key

752

36-D

Substitute Parts Price List

36-E

# EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

## QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

| | YES | NO |
|---|---|---|
| 4. Do you have a valid California Drivers License? | | |
| 5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable. | | |
| 6. May we contact your present employer as to your qualifications, character and ability? | | |
| 7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11) | | |
| 8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11) | | |
| 9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11) | | |
| 10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11) | | |

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

## 12 EDUCATIONAL RECORD

Circle Highest Grade Completed 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

## 13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

**Present or Last Position**

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____
Reason for leaving ____

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____

## 14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

| NAME | ADDRESS | PHONE NUMBER |
|---|---|---|
| | | |
| | | |
| | | |

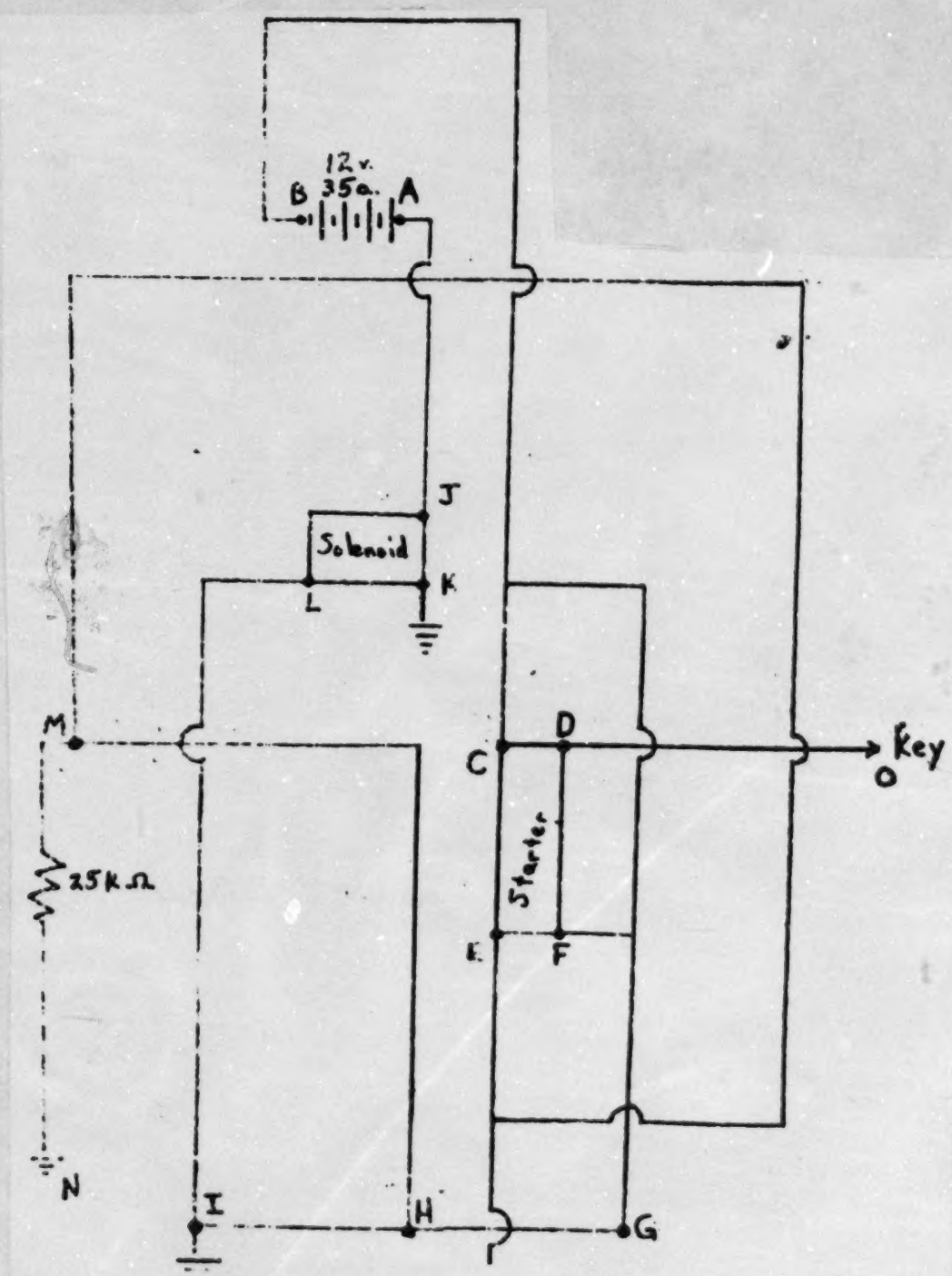
36-F

Substitute Illustration of Micrometer and

4 Micrometer Readings

36-G





A.C.E. COMPETENCY BASED JOB DESCRIPTION 37

OCCUPATIONAL TITLE: SALES CLERK

JOB COMPETENCIES

INSTRUCTIONAL OBJECTIVES

FACT SHEET

## COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Sales Clerk

D.O.T. CODE: 290.478 (4th Ed.: 290.477-014)

A.C.E. NUMBER: 37

CAREER LADDER:

FIRST LEVEL: Sales Clerk

SECOND LEVEL: Sales Supervisor

THIRD LEVEL: Sales Positions, Service Positions, Accounting Positions

D.O.T.'s GENERAL EDUCATIONAL LEVEL: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Sears and Roebuck Company
3400 S. El Camino Real
San Mateo, CA 94402

Number of Annual Jobs in San Mateo County 140 . This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development job opening activity.

Job Prerequisites: 1. High school diploma not required but preferred.
2. Some stores give tests on general knowledge of English, personality and mental alertness.

JOB DESCRIPTION (DOT): Receives payment for merchandise, such as bakery goods, magazines, groceries, books, and tobacco selected by customer. Wraps or bags merchandise. Keeps shelves stocked with merchandise. May keep record of sales, prepare inventory of stock, or order merchandise.

## THE ACADEMIC REQUIREMENTS FOR THE JOB OF SALES CLERK

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a sales clerk.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column * states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.3 The Sales clerk must be able to take inventory at various times during the year.

To accomplish this task, the student must be able to read a given whole number and state its name.

To demonstrate the ability to perform this task, the student will read the following numbers, say them aloud to the instructor and write their name in words: 107; 1,647; 14; 105,763.

6E.2 The Sales clerk must be able to prepare packages for shipping.

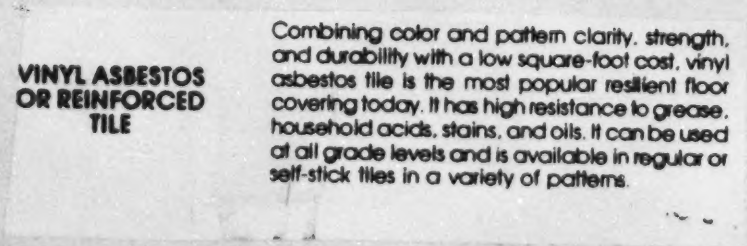
To accomplish this task, the student must be able to weigh common objects on balance or spring-loaded scales, correct to within one unit of the scale headings.

To demonstrate the ability to perform this task, the student will weigh several objects indicated by the instructor accurately.

15A.2 The Sales clerk must be able to explain how to care for products purchased by customers.

To accomplish this task, the student must be able to read the words from the labels of frequently used products or of products sold in stores.

To demonstrate the ability to perform this task, the student will read the label below and explain the meanings of the following words: vinyl. durability, asbestos, resilient, reinforced, resistance, clarity, acid.


VINYL ASBESTOS OR REINFORCED TILE
Combining color and pattern clarity, strength, and durability with a low square-foot cost, vinyl asbestos tile is the most popular resilient floor covering today. It has high resistance to grease, household acids, stains, and oils. It can be used at all grade levels and is available in regular or self-stick tiles in a variety of patterns.

15A.3 The Sales clerk must be able to converse with customers, fellow workers, and supervisors.

To accomplish this task, the student must be able to read and use orally words common to a sales occupation.

To demonstrate the ability to perform this task, the student will correctly match the following words and definitions:

| | |
|---|---|
| A. cosmetics | 1. a book bound in soft covers |
| B. stock | 2. the total amount of products in a store. |
| C. flash report | 3. stealing goods from a store |
| D. vendor | 4. products designed to beautify the complexion, hair, etc. |
| E. paperback | 5. cloth made from synthetic resins or plastics |
| F. inventory | 6. customers |
| G. merchandise | 7. a ticket given when an object is sold out promising to sell it to the customer at the original price. |
| H. polyester | 8. brought in from other countries |
| I. shoplifting | 9. the amount of a product in the store |
| J. complaint | 10. customer dissatisfaction with a product |
| K. patrons | 11. things sold in a store; goods; wares |
| L. imported | 12. seller |
| M. rain check | 13. how many sales were made at a particular register |

KEY: A-4, B-9, C-13, D-12, E-1, F-2, G-11, H-5, I-3, J-10, K-6, L-8, M-7.

16A.4 The Sales clerk must be able to answer customer questions about materials ordered.

To accomplish this task, the student must be able to answer factual questions based on information on common business forms.

To demonstrate the ability to perform this task, the student will examine 37-A and answer the following questions:

1. What is the Purchase Order #?
2. What department is ordering the materials?
3. How many boxes of bath powder are to be ordered?
4. Who approved the purchase?

16B.3 The Sales clerk must be able to answer customer questions about various products

To accomplish this task, the student must be able to consult common charts and tables and answer factual questions based on the data on the forms.

To demonstrate the ability to perform this task, the student will examine the chart below and answer the following questions:

1. Which fiber is the best for spot removal?
2. Are any of the materials likely to cause allergies?
3. Which fibers produce the least static electricity?
4. What type of fiber is best suited for a family that wants bright carpets?

1. Olefin, 2. Wool, 3. Wool and Acrylic, 4. Polyester

Substitute a 'Fiber Fact' chart comparing characteristics of wool, nylon, etc. in matrix form

| WOOL | | | | OLEFIN |
|---|---|---|---|---|
| **Fiber Characteristics** | | | | |
| good abrasion resistance | superior abrasion resistance | good abrasion resistance | excellent abrasion resistance | excellent abrasion resistance |
| excellent resiliency | excellent resiliency | excellent resiliency | excellent resiliency | fair resiliency |
| superior resistance to soil | good resistance to soil | excellent resistance to soil | good resistance to soil | excellent resistance to soil |
| cleanability excellent, but not as easily cleaned as | excellent cleanability | excellent cleanability | excellent cleanability | excellent cleanability |
| | | | spot and stain | superior spot and stain removal |
| | | | ll-free* | resists pilling* |
| | | | s less static than | less static than nylon or polyester |
| | | | lorfastness | good colorfastness |
| | | | genic | non-allergenic |
| **Type Of Family To Which Each Fiber** | | | | |
| probably permanently located in home appreciates luxury | may have sr who spill foo lots of traffic a carpet | | | |

*Yarn construction, more than fiber, is a

CHART RATING RANK: superior | excellent | good | fair | poor

16D.4 The Sales clerk must be able to order items if they are not in stock.

To accomplish this task, the student must be able to find items in a parts catalog and describe them to a customer.

To demonstrate the ability to perform this task, the student will examine 37-B and determine on which pages one might find a selection of vises. In addition, the student will examine 37-C and give the instructor the prices, specifications and parts #'s the 2 types of Sears Light-duty vises.

16D.5 The Sales clerk must be able to handle situations which may arise in the store correctly and tactfully.

To accomplish this task, the student must be able to apply instructions from manuals provided by the store.

To demonstrate the ability to perofrm this task, the student will read the passage below and then answer the following questions:

1. What should you do if someone tries to return a stolen item?
2. List 2 do's and 2 don'ts for apprehending a shoplifter.

Substitute 'Apprehension & Arrests'
section from sales clerk's
manual.

## APPREHENSION AND A

follow

...troms
...shop-
...be a theft, he
...alert you immediately.
...ective should be notified if you use
...persons should alert you about any suspicious
...

If your refund desk clerk receives a returned item and recognizes it as a stolen or suspicious item, she should delay the person and call you. Ask the person for identification and have him sign his name and address. If the item is ... e will usually give a wrong name and have no id...

Some organizations in large cit... shop-lifters who have been caught ... on can inform you about ... u can check these ... s a record. ... ic is ... ows him ...nout filing his ...ant association.

...ent the law is in your State. ...-lifting laws" which, among other ...-hending shoplifters. Check with your ...ce in your area.

...ERAL RECOMMENDATIONS. It is best to appre... shoplifters outside of the store. For one thing, apprehension of this kind strengthens the store's case against a shoplifter. Then, too, scenes or any type of commotion which a shoplifter precipitates interferes with store operation.

You should recognize that apprehension in m... tates does not necessarily have to be initiated outsi... re. Sometimes, it suffices if a shoplifter is ob... w-chandise on his or her person. A ... r- handled in the store if the m... value, and if you feel th... if you allow hi...

If th... ...ith ...may have

...g a suspect is to ...say: "I believe you have ...r in your bag which you have ...you mind coming back to the store ...matter?" Never touch the suspect because ...uld be construed as roughness.

## ...R FURTHER INFORMATION

In addition, the following publications on the subject of ... in business may be of some interest. These *Aids* are available ... to the Small Business Administration, Washington ... (using your nearest SBA office).

"Preventing Employee Pilferage."
"Preventing Retail Theft."
"Preventing Burgl...
No. 134.
"Ou...

17A.5 The Sales clerk must be able to learn about his job and understand problems which might arise and their solutions.

To accomplish this task, the student must be able to answer "who", "what", "where" and "when" questions using factual information from an article.

To demonstrate the ability to perform this task, the student will read the following passage and answer these questions:

1. What sort of lighting should be used with food?
2. Where would you use general diffused lighting?

Substitute 'Lighting Tips for Specific Merchandise' from Salesperson's Manual

1. Use large ... candescent downlighting to avoid heavy shadows when displaying major appliances and furniture.

...atterns and tex- ...pholstery, heavy drapes, and bedspreads by using oblique directional lighting plus general low intensity overhead lighting.

...ten the appeal of men's wear by ...l blend of fluorescent and incan- ...ith fluorescent predominating.

...ght women's wear—especially the ...erful colors and patterns—by ...ural White fluorescents blended with tungsten-halogen.

...ished silver, and other metalware by using a blend of general light and concentrated light sources—spotlights.

4. Use concentrated beams of ... ness incandescent sources to a highlights to jewelry, gold and s glass.

8. Bring out the tempting colors of meats, fruits, and vegetables by using fluorescent

22B.2 The Sales clerk must be able to apply for a job.

To accomplish this task, the student must be able to fill out a job application completely and accurately.

To demonstrate the ability to perform this task, the student will complete 37-D accurately.

22H.1 The Sales Clerk must be able to order parts for customers.

To accomplish this task, the student must be able to correctly complete purchase orders, sales slips, and other common business forms.

To demonstrate the ability to perform this task, the student will fill out the following sales slips using the information provided:

1. CUSTOMER: Mr. Dan Rose

ADDRESS: 1863 Dorchester
Troy, Michigan

CLERK'S NO.: 17

HOW SOLD: Cash

MERCHANDISE SOLD:

1 pr. slacks @ $9.95

2 shirts @ 4.99

1 tie @ 1.99

THE CARNABY SHOP
Somerset Shopping Plaza 674-2111

Date 19

Name

Address

City State

| CLERK'S NO. | CASH | CHARGE | RECEIPT NO. 18461-2 | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | Sales Tax | | |
| | | Total | | |

2. CUSTOMER: Diane Eskow

ADDRESS: 2984 Harding
Oak Park, Michigan

1 transistor radio @ $2.99

3 transistor batteries @ .29

1 record album @ 3.57

JACK'S DISCOUNT CENTER

Date

Sold to

Address

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | Sales Tax | | |
| | Total | | |

766

# REQUISITION

37-A

No. 49844

TO: Eve Arden
(ACCOUNTED VENDOR)
6767 N. Main Street
(ADDRESS)
Oxbow, Ohio
(CITY)

SHIP TO:

| P.O. NO. | REQUISITION NO. | CHARGE TO | WHEN REQUIRED | SHIP VIA | ATTENTION OF: |
|---|---|---|---|---|---|
| 1075-62 | 615197 | | 7/1/37 | UPS | |

| | | | | | |
|---|---|---|---|---|---|
| (10745) 160 boxes bath powder | 40 boxes/$20 | | | | $80.00 |
| (15861) 64 cases colognes | 16/$25 | | | | 100.00 |
| | | | | | $180.00 |
| | | | | Tax | 10.80 |
| | | | | TOTAL | $190.80 |

**INSTRUCTIONS:**

1. Type all Financial requisitions.
2. Confine to one vendor.
3. Attach all written estimates or notations on oral estimates.
4. Forward first two copies (yellow and pink) to your Division Head for approval. Retain third copy (white) for follow-up.
5. Route to Purchasing Department.
6. Items costing over $1,000 must go to bid. Contact Purchasing Department.

**CERTIFICATION:**

Certification is hereby made that the articles or services specified on this requisition are necessary for the work and transaction of business in this department. This requisition is made subject to approval as to sufficiency of funds.

Requisitioned By: Samuel Clemens Date: 6/5/37

Approved: _____ Date: _____ 19__
(DIVISION HEAD)

Reviewed By: _____ Date: _____ 19__
(PURCHASING DEPT.)

Approved: Becky Thatcher Date: 6/17 1937
(ACCOUNTING DEPT.)

**ACCOUNTING INFORMATION:**

Department: Cosmetics

Fund: Other:

BUDGET CLASS

| FUND | LEVEL | LOC. | PROG. DEPT. | MAJOR | MINOR | AMOUNT ENCUMBERED |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | $190.80 |

17

Substitute General Index from Sears Catalog

37-C

Substitute Sears tool ad containing parts numbers, names and other specifications.

37-D

# EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

## QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

| | YES | NO |
|---|---|---|
| 4. Do you have a valid California Drivers License? | | |
| 5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable. | | |
| 6. May we contact your present employer as to your qualifications, character and ability? | | |
| 7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11) | | |
| 8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11) | | |
| 9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11) | | |
| 10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11) | | |

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

## 12 EDUCATIONAL RECORD

Circle Highest Grade Completed: 8 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certification (give certificate number and date); location of college placement file; and other related information as applicable.

## 13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

**Present or Last Position**

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____
Reason for leaving ____

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____

## 14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

| NAME | ADDRESS | PHONE NUMBER |
|---|---|---|
| | | |
| | | |
| | | |

A.C.E. COMPETENCY BASED JOB DESCRIPTION 38

SALESPERSON, GARDEN & HOUSEWARES

## COMPETENCY BASED JOB DESCRIPTION FACT SHEET

**OCCUPATIONAL TITLE:** Salesperson - Garden and Housewares

**D.O.T. CODE:** 289.458 (4th Ed.: 279.357-054)

**A.C.E. Number:** 38

**CAREER LADDER:**

**FIRST LEVEL:** Salesperson (utility staff)

**SECOND LEVEL:** Department Manager

**THIRD LEVEL:** Store Manager

**D.O.T.'s General Educational Level:** 3

**SITE WHERE THE JOB CAN BE OBSERVED:**

Value Giant Dept.
979 Broadway
Millbrae, CA

Number of Annual Jobs in San Mateo County 136. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Development job opening activity.

Usual Entrance Requirements - Application form, interview with emphasis on experience.

JOB DESCRIPTION (D.O.T.) - Displays, describes, and sells to individuals, merchandise, such as hardware, furniture, and garments, utilizing general knowledge of the characteristics, quality, and merit of items sold. Sells merchandise from Sales floor. Ascertains make, type, and quality of merchandise desired by customer. Displays merchandise and suggests selection to customer. Emphasizes selling point of article, such as quality, style, and utility. Prepares sales slip or sales contract. Receives payment or obtains credit authorization. Places new merchandise on display. Prepares inventory of stock. May requisition merchandise from stockroom.

## THE ACADEMIC REQUIREMENTS FOR THE JOB OF

## SALESPERSON

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a salesperson.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. Dew., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

| | | |
|---|---|---|
| 1A.4 | The garden or household salesperson must be able to take inventory in his department. | |
| | | To accomplish this task, the student must be able to write a number given the word name of the number. |
| | | To demonstrate the ability to perform this task, the student will listen to the following numbers read aloud by the instructor, and correctly write them on a piece of paper: 19; 10,615; 596; 815; 1,042; 22 |
| 1C.5 | Prerequisite to 3E.6 | Solve routine word problems using multiplication and/or division of whole numbers. |
| 1E.1 | Prerequisite to 3E.7 | Round off a number to nearest ten, hundred, thousand, ten thousand or hundred thousand. |
| 3C.1 | Prerequisite to 5B.1 | Calculate the product of two decimal fractions when rounding off is (a) not required, and (b) required. |
| 3C.2 | Prerequisite to 5B.1 | State or write the product of a number and a power of 10 between .001 and 1,000, without written calculation. |
| 3D.1 | Prerequisite to 3E.7 | Round off a decimal fraction to the nearest tenth, hundredth, thousandth, or ten-thousandth. |

3E.6 The garden or household salesperson must be able to determine the cost of items which are sold in cases, lots or other groupings.

To accomplish this task, the student must be able to calculate the unit cost of an item when given the total cost of up to 25 of the same items.

To demonstrate the ability to perform this task, the student will determine the price of one item in each of the situations below:

a. 12 plants for $18
b. 144 boxes for $56.16
c. 8 for $1.00

KEY: a. $1.50@ b. 39¢@ c. 12.5 or 13¢@

3E.7 The garden or household salesperson must be able to accurately compute various discounts on products.

To accomplish this task, the student must be able to round off an amount to the nearest cent.

To demonstrate the ability to perform this task, the student will round the following amounts to the nearest cent with 100% accuracy:

a. $1,497.0654 b. $4,998
c. $37.4149

KEY: a. $1,497.07 b. $5.00 c. $37.41

4B.1 Prerequisite to 5B.1 Calculate a percent of a number of the the following types:

5% of 170 = _____.
5.7% of 170 = _____.
5.7% of 17.43 = _____.

5B.1 The garden or household salesperson must be able to figure sales taxes and discounts.

To accomplish this task, the student must be able to solve a routine word problem involving a calculation of a percent of a number.

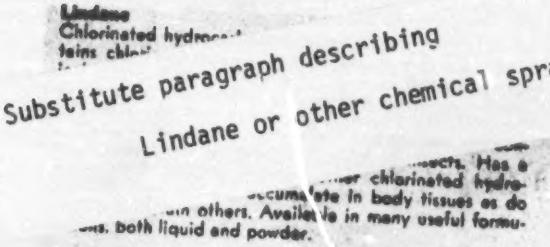
To demonstrate the ability to perform this task, the student will solve the following problem:
If a man receives a 15% discount on a sofa costing $480, how much of a discount will he get?
If there is a 6% sales tax on the sale, what is the total price?

Key: $72, $432.48

15A.2 The garden or household salesperson must be able to explain the uses of various products to prospective customers.

To accomplish this task, the student must be able to read words from the labels of frequently-used products.

To demonstrate the ability to perform this task, the student will read the label below and explain the following words to the instructor:
related effective contains
toxicity residual-effects
accumulate prolonged


Lindane
Chlorinated hydro...
tains chlo...

Substitute paragraph describing

Lindane or other chemical spray.

...ects. Has a
...er chlorinated hydro-
...cumulate in body tissues as do
...n others. Availa...le in many useful formu-
...s, both liquid and powder.

15A.3 The garden and household salesperson must be able to communicate effectively with both customers and fellow workers.

To accomplish this task, the student must be able to read and use orally words common to his occupation.

To demonstrate the ability to perform this task, the student will correctly match the following words and definitions.

| | | |
|---|---|---|
| 1. | housewares | A. an insecticide used widely in agriculture |
| 2. | clerk | B. to charge a customer more than the actual price |
| 3. | register | C. articles such as kitchen utensils, towels, and other items used around the house |
| 4. | manager | D. money given back to the customer for a defective article |
| 5. | merchandise | E. a machine for recording all sales transactions |
| 6. | refund | F. a bright, glossy paint |
| 7. | contact paper | G. a person waiting on customers |
| 8. | invoice | H. material sold in a store |
| 9. | enamel | I. person in charge of a department or section of a store |
| 10. | overring | J. self-adhesive covering for shelves |
| 11. | soil amendments | K. an itemized list of goods shipped to a store |
| 12. | DDT | L. water-retentive materials used to break down soil, such as manure, pumice, etc. |

KEY: 1-C, 2-G, 3-E, 4-I, 5-H, 6-D, 7-J, 8-K, 9-F, 10-B, 11-L, 12-A

16A.4 The garden or household salesperson must be able to perform inventory and related tasks.

To accomplish this task, the student must be able to answer factual questions based on information contained on business forms.

To demonstrate the ability to perform this task, the student will examine 38A and answer the following questions:

1. As of March 15th, how many gallons of paint thinner were on hand?
2. What is the price for one quart of Spred Gloss Enamel (Gloss White) paint?
3. Which item costs $2.39? Who makes it? What is its IBM Number?

16B.3 The garden or household salesperson must be able to find information quickly and accurately on customer demand.

To accomplish this task, the student must be able to answer factual questions based on occupationally-oriented charts and tables.

To demonstrate the ability to perform this task, the student will use 38B to answer:

1. Name 3 items used to curb powdery mildew.
2. What diseases can be controlled by Dodine?
3. What other chemicals could be used instead of Mancozeb?

16D.4 The garden or household salesperson must be able to order items which are out of stock and make special orders for customers.

To accomplish this task, the student must be able to, given a parts manual, answer factual questions about a specific item.

To demonstrate the ability to perform this task, the student will find the following information on 38C:

1. What is the catalog number of the 12-drawer Vizidex Card Filing System?
2. How much would a Rolodex cost?
3. What are the dimensions and the weight of #3 AX 6367?

16D.5 The garden or household salesperson must be able to work within the framework of union and company rules.

To accomplish this task, the student must be able to apply instructions or information from a given manual to a particular situation using information from the usual.

To demonstrate the ability to perform this task, the student will read 38D and explain orally to the instructor the procedures for: charge returns, answering the telephone; name badges.

22B.2 The garden or household salesperson must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application for employment in a legible manner.

To demonstrate the ability to perform this task, the student will accurately and neatly fill out 38E.

22H.1 The garden or household salesperson must be able to sell products to customers.

To accomplish this task, the student must be able to fill out purchase or job orders completely and correctly.

To demonstrate the ability to perform this task, the student will complete 38F accurately and fully given the following information:

Mr. Heinrich Heine of 7514 Vienna Street, Moscow, Idaho 87666, phone # 742-1496,

Account number #37-41230-66291-L, phoned in to order the following:
6 Table arm chairs #3 AX 64456 N at $23.95@ weighing 19 pounds @
3 bookshelves #F3 AX 7418 N at $54.99@ and weighing 114 pounds @.
He asked that they be delivered by parcel post one week from today.
Your salesperson # is 21, use today's date and be sure to sign it.

26A.1 The garden or household salesperson must be able to organize materials, such as ad signs, for storage.

To accomplish this task, the student must be able to sort data by given classification criteria (E.g.: alphabetical order).

To demonstrate the ability to perform this task, the student will alphabetize the names of ingredients on 38B and write them in order on a separate piece of paper.

38A

HARDWARE

779

PAGE

NEVER-OUT ITEMS

Issued JAN 31 1975

X IN - O OUT

| CLASS | ITEM DESCRIPTION | SUPPLIER | IBM NO. | STORE SELL | D 15 | J 1 | J 15 | F 1 | F 15 | M 1 | M 15 | A 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | DATE | | | | 15 | 1 | 15 | 1 | 15 | 1 | 15 | 1 |
| | # ITEMS | | | | 464 | 469 | 464 | | | | | |
| | # OUTS | | | | 0 | 4 | 6 | | | | | |
| | % OUTS | | | | 0 | | | | | | | |
| PAINT | Paint Thinner - Gallon | Various | | 1.99 | ✓ | 88 | 77 | | | | | |
| | 2" Zenith Pure Bristle Paint Brush | Ideal | 10223 | 1.09 | ✓ | 7 | 12 | | | | | |
| | 9" Ideal Dripless Cover | Ideal | 16619 | 1.29 | ✓ | 24 | 19 | | | | | |
| | 9" #900 Roller & Tray Set | Ideal | 900 | 1.59 | ✓ | 49 | 44 | | | | | |
| | Ideal Tray Liner | Ideal | 31936 | .29 | ✓ | 7 | 12 | | | | | |
| | 1-1/2" #7005 Promo Putty Knife | Ideal | 7005 | .33 | ✓ | 15 | 7 | | | | | |
| | 9"x11" Garnet Asst. (Sandpaper) | Ideal | 30040 | .89 | ✓ | 1 | 2 | | | | | |
| | Masking Tape 3/4" x 60 yd. | CCMC | 605006 | .69 | ✓ | 10 | 5 | | | | | |
| | 9'x12' Dropcloth | CCMC | 604755 | .29 | ✓ | ✓ | 20 | | | | | |
| | 1/4 Pint Surfacing Putty - White ("DAP") | Ideal | | .99 | ✓ | 6 | 7 | | | | | |
| | 4 oz. Wood Dough ("DAP") | Ideal | | 1.29 | ✓ | 0 | 8 | | | | | |
| | Spred Gloss Enamel Gloss White - Quart | Glidden | V-900 | 3.39 | ✓ | 3 | 4 | | | | | |
| | Spred Gloss Enamel Flat Black - Quart | Glidden | V-908 | 3.39 | ✓ | 4 | | | | | | |
| | "Value Giant" Latex Wall Paint - White - Gal. | Glidden | VG-6450* | 5.49 | ✓ | 10 | 2 | | | | | |
| | "Value Giant" Exterior House Paint - White - Gal | Glidden | VG-3040* | 6.99 | ✓ | 9 | 15 | | | | | |
| | World of Color Spray Paint | Ideal Aerosol | | | | | | | | | | |
| | #415 Gloss White Enamel | Ideal Aerosol | #415 | 1.09 | ✓ | 36 | 40 | | | | | |
| | #420 Flat Black Enamel | Ideal Aerosol | #420 | 1.09 | ✓ | 25 | 18 | | | | | |
| | #2 Roma Tapered Nylon Paint Brush | Ideal | 12233 | 1.09 | ✓ | 5 | 10 | | | | | |
| | 3" Spartan Tapered Nylon Paint Brush | Ideal | 12307 | 2.39 | ✓ | 5 | 5 | | | | | |
| | 9" Presto Cage Frame | Ideal | 16119 | 1.09 | ✓ | 11 | 8 | | | | | |
| | #649 Artist Brush Set | Ideal | #649 | .29 | ✓ | 5 | 13 | | | | | |
| | #319 Bent Handle Wire Brush | Ideal | #3190 | .99 | ✓ | 5 | 5 | | | | | |

*Value Giant paint not stocked in concessions. They should have comparible Glidden label.

38-B

Substitute 'Controls for Leaf & Stem Diseases' from Sunset Garden Book or other Gardener's Manual.

Substitute complete page from stationery catalog.

## PARKING

38-D

It is common courtesy to allow our customers the choice parking areas. Parking areas for employees will be designated by Management.

## SOLICITATION

No employee or other persons are allowed to solicit or be solicited on Company premises during paid working hours. This ban applies equally to all solicitations in behalf of charitable, labor, religious, political, or any other organization or group. No exceptions to this rule are permitted without the prior, written approval of the Vice President - Personnel. Any employee violating the "No Solicitation" rule is subject to disciplinary action including discharge.

## TELEPHONE

When answering the telephone, always identify your department, your name, and give a courteous greeting. Example: "Good morning, Miss Smith, Value Giant (or name of concession), Sundries Department, may I help you?" Except in cases of emergency, employees may not make or receive personal calls on store phones. For your convenience, public phones are available in the store.

## NAME BADGES

You will be provided with an identification badge upon hiring. In order that our customers may recognize and greet you by name, it is required that you wear your identification badge at all times while on duty. This badge will be worn near the collar area and be visible at all times.

## REPORTING TO WORK

You will report to work through doors specially designated by Management. During regular store hours, you will use only those entrances available to the general public. Stockroom doors or fire exits are never to be used as entrances or exits during store hours.

## HOURS OF WORK

Your hours of work will be governed by our posted time schedules. All employees scheduled will be on duty at the time the store opens. Upon reporting to work, you will remain within the limits of your own department except for break and lunch periods.

## CHARGE RETURNS:

Refunds on purchases made with Master Charge or BankAmericard will be handled the same as cash refunds except that an appropriate bank credit voucher will also be prepared and stapled to Form 910.2 and retained in the cash drawer. A copy of the bank credit voucher will be given to the customer. Under no circumstances will cash be returned to the customer when the original purchase was charged.

38-E

# EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code)

3. TELEPHONES
Home _____
Business _____

Length of Time at Current Address | Time at Previous Address

## QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

| | YES | NO |
|---|---|---|
| 4. Do you have a valid California Drivers License? | | |
| 5. Do you claim Veteran's Preference? If Yes, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions only.) SERVICE DATES From _____ To _____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable. | | |
| 6. May we contact your present employer as to your qualifications, character and ability? | | |
| 7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If Yes, give details in Question 11) | | |
| 8. Have you ever received Workman's Compensation? (If Yes, describe in Question 11) | | |
| 9. Have you any disease, nervous disorder, physical disability or infirmity? (If Yes, describe in Question 11) | | |
| 10. Have you been hospitalized for any reason in the past five years? (If Yes, describe in Question 11) | | |

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

## 12 EDUCATIONAL RECORD

Circle Highest Grade Completed
6 7 8 9 10 11 12

Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates), estimated typing and shorthand speeds, San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file, and other related information as applicable.

## 13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

**Present or Last Position**

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____
Reason for leaving _____

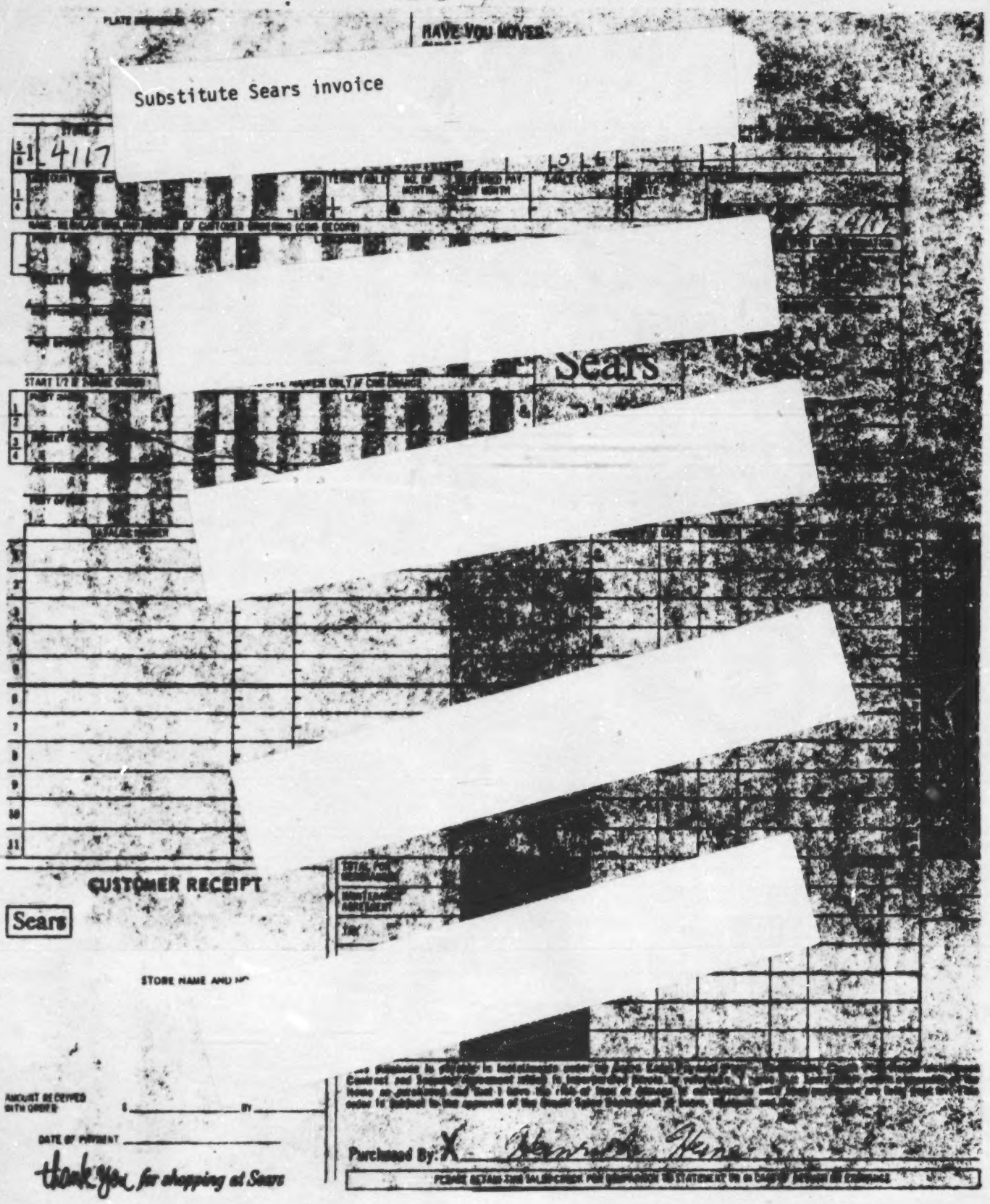
Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____

## 14. PERSONAL REFERENCES GIVE THREE (Do not include previous employers or relatives.)

| NAME | ADDRESS | PHONE NUMBER |
|---|---|---|
| | | |
| | | |
| | | |

38-F


HAVE YOU MOVED
Substitute Sears invoice
4117
Sears
CUSTOMER RECEIPT
Sears
Thank You for shopping at Sears

## COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Salesperson - Women's Garments

D.O.T. CODE: 263.458 (4th Ed.: 261.357-066)

A.C.E. Number: 39

CAREER LADDER:

FIRST LEVEL: Women's Garments Salesperson

SECOND LEVEL: Manager

THIRD LEVEL: Buyer

D.O.T.'s General Educational Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Monash Shop
2363 Broadway
Redwood City, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: 116. This number is based upon the San Francisco-Oakland SMSA U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: Previous experience, interview, neat appearance, fashion consciousness, patience, reliability.

D.O.T. JOB DESCRIPTION: Sells women's clothing, such as coats, suits, formal gowns, and dresses, performing duties as described under SALESPERSON: Advises customers as to current fashion and recommends style of garment to suit age and figure. Answers questions regarding weave, washability, durability, or color fastness of various fabrics. Suggests types of garments for all occasions. May make repairs or alterations.

## THE ACADEMIC REQUIREMENTS FOR THE JOB OF

## SALESPERSON, WOMEN'S GARMENTS

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as a salesperson of women's garments.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The middle column * states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the middle column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

2B.1 **Prerequisite to 2B.4** — Calculate the sum in simplest form of two or three common fractions with like denominators.

2B.2 **Prerequisite to 2B.4** — Calculate the sum in simplest form of two or three common fractions with unlike denominators.

2B.3 **Prerequisite to 2B.4** — Calculate the sum in simplest form of two or three mixed numbers with like and unlike denominators.

2B.4 **The WOMEN'S GARMENTS SALESPERSON must be able to give hem alteration instructions to tailors.**

To accomplish this task, the student must be able to calculate the sum in simplest form of two or three numbers which include at least one proper fraction and one mixed number.

To demonstrate the ability to perform this task, the student will perform the following problems with 100% accuracy:

a. $27\frac{1}{4} + \frac{1}{8}$ b. $34\frac{1}{2} + \frac{7}{8}$ c. $40\frac{1}{8} + 3\frac{1}{2}$ d. $22\frac{3}{8} + 6\frac{3}{4}$ e. $16\frac{3}{4} + 4\frac{3}{4}$

KEY: a. $27\frac{3}{8}$, b. $35\frac{3}{8}$, c. $43\frac{5}{8}$, d. $29\frac{1}{8}$, e. $21\frac{1}{2}$

2B.5 Prerequisite to 2B.8 Calculate the difference in simplest form of two common fractions with like denominators.

2B.6 Prerequisite to 2B.8 Calculate the difference in simplest form of two common fractions with unlike denominators.

2B.7 Prerequisite to 2B.8 Calculate the difference in simplest form of two mixed numbers which have like denominators including cases where borrowing is required.

2B.8 The WOMEN'S GARMENTS SALESPERSON must be able to make adjustments in hem lengths to suit the customer's taste.

To accomplish this task, the student must be able to calculate the difference in simplest form of two mixed numbers which have unlike denominators including cases where borrowing is required.

To demonstrate the ability to perform this task, the student will solve the following problems:

| a. | b. | c. | d. | e. |
|---|---|---|---|---|
| 1 3/4 | 6 7/8 | 14 5/8 | 22 1/2 | 18 1/3 |
| - 1 1/8 | - 2 1/3 | - 3 3/4 | - 2 5/8 | - 9 3/8 |

KEY: a. 5/8, b. 4 13/24, c. 10 7/8, d. 19.7/8 e. 8 23/24

2B.9 The WOMEN'S GARMENTS SALESPERSON must be able to provide clothing to a customer's specifications.

To accomplish this task, the student must be able to solve a routine word problem involving addition and/or subtraction of fractional numbers.

To demonstrate the ability to perform this task, the student will correctly solve the following:

a. A bolt of velvet contains 23 3/4 yards. If a clerk sold 4 2/3 yards, how much velvet is left in the bolt?

b. A salesgirl sold the following pieces of organdy: 3 1/3 yards, 5 3/4 yards, 4 1/2 yards. How many yards did she sell?

KEY: a. 19 1/2 b. 13 7/12 yards

4B.1 Prerequisite to 5B.1 Calculate a percent of a number of the following types:

5% of 170 = ____.
5.7% of 170 = ____.
5.7% of 17.43 = ____.

5B.1 The WOMEN'S GARMENTS SALESPERSON must be able to figure out sales tax and take discounts on merchandise.

To accomplish this task, the student must be able to solve a routine word problem involving calculation of a percent of a number.

To demonstrate the ability to perform this task, the student will correctly answer the following problems:

a. If a person buys a $43.98 coat during a 20% off sale, how much would you charge?
b. Your local sales tax is 4%. What would be the sales tax on items totalling $13.67?

KEY: a. $35.18, b. 55¢

5B.9 The WOMEN'S GARMENTS SALESPERSON must be able to fill out sales slips, purchase orders and other business forms.

To accomplish this task, the student must be able to select arithmetic functions to be performed; the order in which they are to be done and obtain the required solution.

To demonstrate the ability to perform this task, the student will solve the following problem:

A woman purchases two $14.99 blouses at 20% off and a skirt for $32.25. She returns a scarf which originally cost $4.99 and had sales tax of 30¢. How much did she end up paying if the sales tax is 6%?

KEY: $54.00

15A.2 The WOMEN'S GARMENTS SALESPERSON must be able to advise customers on the care of garments purchased.

To accomplish this task, the student must be able to read words from the labels of frequently used products used in a given occupation.

To demonstrate the ability to perform this task, the student will read aloud the following words and explain their meanings to the instructor:

a. permanent press
b. fabric
c. corduroy
d. tumble dry

KEY: a. A fabric needing no ironing, b. The material of a garment, c. A heavy cotton fabric with a velvety surface, ribbed vertically, d. Can be put into a dryer - need not be line or flat dried.

15A.3 The WOMEN'S GARMENTS SALESPERSON must be able to converse with prospective customers and co-workers.

To accomplish this task, the student must be able to read and use orally words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will read aloud and correctly match each of the following words with its proper definition:

| | |
|---|---|
| A. polyester | 1. sections of fabric which give extra control at figure trouble spots-hips, derriere, tummy and/or thighs. |
| B. control panels | 2. article to complete one's attire, as a purse or gloves. |
| C. spandex | 3. two or more things which are not similarly colored. |
| D. petite | 4. women's undergarments. |
| E. accessory | 5. blouselike garment extending to the hips or lower and often belted. |
| F. piping | 6. lightweight, non-rubber elastic fiber used extensively in underfashions. |
| G. contrast | 7. a sweater without buttons or zipper put on by pulling it over the head and shoulders. |
| H. lingerie | 8. must be cleaned with chemicals instead of with soap and water. |
| I. dry clean | 9. man-made fiber that launders easily, dries quickly. |
| J. plaid | 10. a narrow, rounded fold of material with which edges and seams are trimmed. |
| K. tunic | 11. a measurement of body height indicating below average height. |
| L. pullover | 12. fabric with a cross barred pattern. |

KEY: A-9, B-1, C-6, D-11, E-2, F-10, G-3, H-5, I-8, J-10, K-5, L-7

16A.4 The WOMEN'S GARMENTS SALESPERSON must be able to process invoices from manufacturers and purchase orders sent to manuacturers as well as sales slips on refunds or exchanges.

To accomplish this task, the student must be able to answer factual questions based on the data on purchase orders, work orders, and other common business forms.

To demonstrate the abilily to perform this task, the student will examine the sales slip below and correctly answer the following questions:

1.) Who is the purchaser?
2.) How much did each blouse cost?
3.) What is the total sales tax?

**THE CARNABY SHOP**
Somerset Shopping Plaza 674-2111
Date March 30 19 77
Name Lola Montez
Address 1432 Berlin St.
City Lima State Ohio

| CLERK'S NO. 14 | CASH X | CHARGE | RECEIPT NO. 19461-2 | |
|---|---|---|---|---|
| 3 | blouses @ $14.95 | | 44 | 85 |
| 1 | skirt | | 26 | 45 |
| | | | | |
| | | | | |
| | | | 71 | 30 |
| | | Sales Tax | 4 | 28 |
| | | Total | 75 | 58 |

16B.3 The WOMEN'S GARMENTS SALESPERSON must be able to complete sales transactions correctly and quickly.

To accomplish this task, the student must be able to answer factual questions based on the data supplied on common reference tables and charts.

To demonstrate the ability to perform this task, the student will find the sales tax for the following dollars and cents amounts on the table below:

$6.24, $10.01, $ .43, $3.51

SALES TAX CHART - 6%

| Amount of Purchase | Sales Tax | Amount of Purchase | Sales Tax |
|---|---|---|---|
| $ .11 to $ .17 | .01 | $ 5.11 to $ 5.17 | .31 |
| .18 to .34 | .02 | 5.18 to 5.34 | .32 |
| .35 to .50 | .03 | 5.35 to 5.50 | .33 |
| .51 to .67 | .04 | 5.51 to 5.67 | .34 |
| .68 to .84 | .05 | 5.68 to 5.84 | .35 |
| .85 to 1.10 | .06 | 5.85 to 6.10 | .36 |
| 1.11 to 1.17 | .07 | 6.11 to 6.17 | .37 |
| 1.18 to 1.34 | .08 | 6.18 to 6.34 | .38 |
| 1.35 to 1.50 | .09 | 6.35 to 6.50 | .39 |
| 1.51 to 1.67 | .10 | 6.51 to 6.67 | .40 |
| 1.68 to 1.84 | .11 | 6.68 to 6.84 | .41 |
| 1.85 to 2.10 | .12 | 6.85 to 7.10 | .42 |
| 2.11 to 2.17 | .13 | 7.11 to 7.17 | .43 |
| 2.18 to 2.34 | .14 | 7.18 to 7.34 | .44 |
| 2.35 to 2.50 | .15 | 7.35 to 7.50 | .45 |
| 2.51 to 2.67 | .16 | 7.51 to 7.67 | .46 |
| 2.68 to 2.84 | .17 | 7.68 to 7.84 | .47 |
| 2.85 to 3.10 | .18 | 7.85 to 8.10 | .48 |
| 3.11 to 3.17 | .19 | 8.11 to 8.17 | .49 |
| 3.18 to 3.34 | .20 | 8.18 to 8.34 | .50 |
| 3.35 to 3.50 | .21 | 8.35 to 8.50 | .51 |
| 3.51 to 3.67 | .22 | 8.51 to 8.67 | .52 |
| 3.68 to 3.84 | .23 | 8.68 to 8.84 | .53 |
| 3.85 to 4.10 | .24 | 8.85 to 9.10 | .54 |
| 4.11 to 4.17 | .25 | 9.11 to 9.17 | .55 |
| 4.18 to 4.34 | .26 | 9.18 to 9.34 | .56 |
| 4.35 to 4.50 | .27 | 9.35 to 9.50 | .57 |
| 4.51 to 4.67 | .28 | 9.51 to 9.67 | .58 |
| 4.68 to 4.84 | .29 | 9.68 to 9.84 | .59 |
| 4.85 to 5.10 | .30 | 9.85 to 10.10 | .60 |

16D.4 The WOMEN'S GARMENTS SALESPERSON must be able to special order items for customers.

To accomplish this task, the student must be able to find a particular item in a parts manual and answer factual questions about its description (e.g., price, code number, vendor, etc.).

To demonstrate the ability to perform this task, the student will examine 39A-1 and find the numbers of the pages on which women's socks and women's tops can be found. In addition, the student will examine 39A-2 and write down the price, catalog number, the size available and the shipping weight for a bright marigold, crewneck, pullover top.

19A.6 Prerequisite to 19B.9 Identify the main outcome expected from spoken directions.

19B.9 The WOMEN'S GARMENTS SALESPERSON must be able to act on general directions from a supervisor and use personal discretion in carrying them out.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions and an interpretation of how the instructions were to be fulfilled.

To demonstrate the ability to perform this task, the student will separate a set of pens, provided by the instructor, into groups based on their different colors. If a group has more than three pens in it, the student will divide it into two equal or nearly equal groups. If a group contains only one pen, the student will combine it with the smallest group available.

22B.2 The WOMEN'S GARMENTS SALESPERSON must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will complete 39B accurately and legibly.

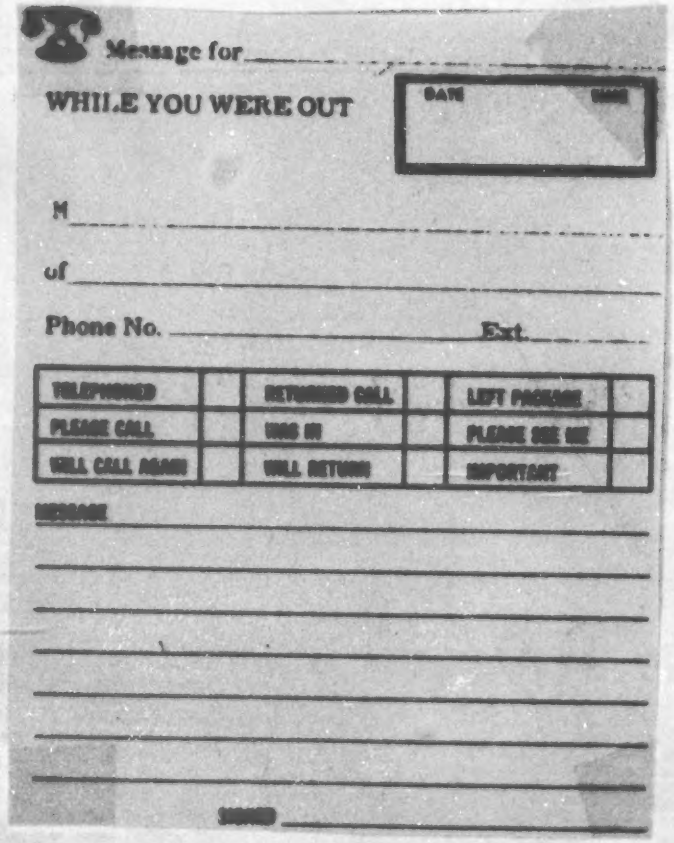
22C.1 Prerequisite to 22E.4 Define a sentence as a group of words which expresses a complete thought.

22E.4 The WOMEN'S GARMENTS SALESPERSON must be able to take phone messages for the manager or salespeople.

To accomplish this task, the student must be able to record oral information by filling out an order form or other standard information sheet.

To demonstate the ability to perform this task, the student will record the following message, to be read aloud by the instructor, on the form below:

"This is Fred Gauss from Abel's Store. Please have Mr. Howe call me as soon as he returns because I need to know how many skirts he needs before Tuesday."


Message for _____

WHILE YOU WERE OUT

DATE TIME

M _____

of _____

Phone No. _____ Ext. _____

| | | | | | |
|---|---|---|---|---|---|
| TELEPHONED | | RETURNED CALL | | LEFT PACKAGE | |
| PLEASE CALL | | WAS IN | | PLEASE SEE ME | |
| WILL CALL AGAIN | | WILL RETURN | | IMPORTANT | |

MESSAGE _____

_____

_____

_____

_____

_____

_____

_____

SIGNED _____

22H.1 The WOMEN'S GARMENTS SALESPERSON must be able to order garments which are out of stock or items specially requested by patrons.

To accomplish this task, the student must be able to correctly complete or fill out appropriate portions of purchase orders, job orders, sales slips or other typical business forms.

To demonstrate the ability to perform this task, the student will complete 390 with the following information:

Send to Fabrics Ltd., 1325 W. Cottonwood Ave., Cairo, Ohio, via UPS to arrive 4/1/77. The purchase order # is 1823476 and is dated 3/2/77. 60 #9 D 1377E blouses are required @ $12.95. Also needed are 2 #1 F 8997G skirts @ $28.45.

26C.1 The WOMEN'S GARMENTS SALESPERSON must be able to take inventory before and after large sales.

To accomplish this task, the student must be able to arrange, order, tabulate or sequence information in a required ranking system.

To demonstrate the ability to perform this task, the student will examine a set of books from various publishers indicated by the instructor and set up a system for describing them alphabetically by publisher and within each group of publishers by size from thinnest to thickest, using a separate piece of paper.

Substitute pages from department store catalog.

39-B

# EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

**QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO***

| | YES | NO |
|---|---|---|
| 4. Do you have a valid California Drivers License? | | |
| 5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable. | | |
| 6. May we contact your present employer as to your qualifications, character and ability? | | |
| 7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11) | | |
| 8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11) | | |
| 9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11) | | |
| 10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11) | | |

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

## 12 EDUCATIONAL RECORD

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

## 13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____
Reason for leaving ____

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____

## 14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

| NAME | ADDRESS | PHONE NUMBER |
|---|---|---|
| | | |
| | | |
| | | |

39-C

# REQUISITION

No. 49844

TO:

(ACCOUNTED VENDOR)

(ADDRESS)

(CITY)

SHIP TO:

| P.O. NO. | DATE P.O. | CONFIRMING TO | WHEN REQUIRED | SHIP VIA | ATTENTION OF: |
|---|---|---|---|---|---|
| | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | TOTAL | |